

教育資料與圖書館學

Journal of Educational Media & Library Sciences

<http://joemls.tku.edu.tw>

Vol. 53 , no. 3 (2016) : 345-360

**The Voice of the Young:
Attitudes and Perceptions of Filipino
LIS Students and Young Professionals
towards Professional Library Associations
in the Philippines**

Joseph M. Yap*

Instructional Media Services Coordinator

E-mail : joseph.yap@dlsu.edu.ph

Bilyson D. Alejo

Knowledge Management Librarian





The Voice of the Young: Attitudes and Perceptions of Filipino LIS Students and Young Professionals towards Professional Library Associations in the Philippines^ψ

Joseph M. Yap^{a*} Bilyson D. Alejo^b

Abstract

Professional library associations promote lifelong learning through the conduct of continuing professional development (CPD) programs. Membership in professional associations influences one's professional identification. In anticipating the upcoming Association of Southeast Asian Nations (ASEAN) integration, how confident are the professional library associations in the Philippines in engaging its young professionals to actively participate and involve in its activities and programs? This paper would like to investigate: a) the level of awareness of the senior undergraduate students in Library and Information Science (LIS) and licensed young professionals who are 20-30 years old regarding the numerous professional library associations established in the country; and b) the perceptions and attitudes of the young professionals in choosing which professional library association they would like to affiliate themselves with. An online survey using Google Forms was used as the instrument to gather data. Over the course of four weeks from December 10, 2014 – January 12, 2015, 82 responses have been recorded. The survey contains questions that collected demographic data (i.e., age, sex and region) as well as questions designed for undergraduate students and young professional librarians respectively. Descriptive statistics was used to analyze the data. Findings indicate that majority of the students (38%) felt that professional development is the most important aspect they will gain if they join a professional association. Similarly, young professionals (58%) think that professional development is the most important reason for joining professional association. Results would tell that students and young professionals would consider joining professional associations to keep them connected to the field.

Keywords: *Young professionals, Students, LIS, Professional library associations, Philippines*

^ψ Part of this article had been presented at the 16th Congress of Southeast Asian Librarians, June 10-13, 2015, Bangkok, Thailand

^a Instructional Media Services Coordinator, De La Salle University, Manila, Philippines

^b Knowledge Management Librarian, Citco International Support Services Ltd., Makati, Philippines

* Principal author for all correspondence. E-mail: joseph.yap@dlsu.edu.ph

Introduction

Librarianship as a profession is grounded on substantive and distinctive body of knowledge which has to be continuously updated and developed. Fisher (1997) has identified this characteristic of profession to be supported by assiduous efforts of professional associations through promotion and conduct of research / scholastic pursuits to nurture the profession's knowledge. Furthermore, professionals have constant quest for career development which may be provided by professional associations that they are affiliated with. Joining professional associations could foster individual's career development (Markova, Ford, Dickson, & Bohn, 2013).

Considering professional associations provide a wide array of opportunities to their members (Goldman, 2014; Merriam & Brockett, 2007; Thomas, 2012; Fisher, 1997), this study embarks on identifying what young professionals and library and information science (LIS) students perceive of the professional associations they are and will be affiliated with. This draws us to questions: What values do young professionals and LIS students perceive from being affiliated with professional organizations?

This paper discusses the attitudes and perceptions of students and young professionals in joining professional associations in the Philippines. It also provides a summary of the role and development of library associations across the world. The link between young professionals and continuing professional development will also be tackled. LIS education and existing professional associations in the Philippines will also be shared. This paper is a modest contribution to the field of LIS on how Filipino students and young professionals perceive their chosen careers by affiliating themselves with professional library associations.

Objectives

This study would like to: a) understand the level of awareness of senior undergraduate students in library and information science (LIS) and young professionals whose age ranges from 20 to 30 years old regarding the professional library associations established in the country; and b) identify the perceptions and attitudes of young professionals in choosing which professional library association they would like to affiliate themselves with.

Literature Review

Virgo (1991) defined associations as "body of people who collectively have a tremendous wealth of experiences to draw upon in a common field." Generally, professional association centered on the interest of its members, the necessities of the profession, and to the community outside its realm (Pemberton, 1994).

Library associations, in particular, must be predicated and drawn on these tenets to impinge upon the essence of a professional association.

In the development and advancement of any profession, including records and information management, the role of professional associations was unquestionably a primary force (Pemberton, 1994). Bhatti and Chohan (2012) expressed that library associations play an important role in the promotion of librarianship as a profession and an informed and knowledge society. Studies confirmed the values arising from membership of professional library associations:

- Goldman (2014) found many practical benefits gained from involving in local and regional conferences and organizations. Professional associations offered greater opportunities for leadership, mentoring and networking with professionals.
- Merriam and Brockett (2007) described professional associations to play a variety of roles in the development of the field, including but not limited to providing informal or formal leadership for the field, creating and shaping professional development, advocating for adult educators and their learners, and providing resources to the field.
- Library associations have a key role for making the LIS community truly research oriented (Bhatti & Chohan, 2012). Anent to this, library associations function as 'primary voice for the profession' through providing an avenue for career development and for sharing best practices in the field.
- Association involvement for library professionals provided opportunities such as conferences, webinars, educational sessions, valued conduits for advocacy, and professional networking (Thomas, 2012).

However, Berger (2014) found difficulty to maintain and increase the number of association's members. He stressed funding for professional development caused fewer members to join or renew their membership in professional associations. Goldman (2014) added that in tight fiscal times, one may seem to not attend conferences and continue his professional development.

Role and Development of Library Associations Across the World

To strengthen linkages among professional library and information professionals living in developed and developing nations, a federation of library associations was formed. The International Federation of Library Associations and Institutions (IFLA) was established as early as 1927 but it only opened its doors for memberships to institutions in 1976 to promote and coordinate professional work among national libraries and institutions (Lor, 2006). IFLA continues to unify and provide quality library and information services to all sectors of our society. It creates widely accepted standards which information professionals may adopt.

The need for an organization catering to the library and information science (LIS) professionals is indeed important. LIS professionals are trained to do highly technical skills that need to be maintained at all times. These skills or competencies are either personal or professional in nature. Professional organizations were established because of the need to educate their members (Broady-Preston, 2006), arrange conferences and seminars, and publish a journal (Pors, 2006). One major concern is the recruitment and retention of members (Walker, 2006). Because of this, numerous global library associations were instituted to realize the objectives of having a professional association. A special issue of *Library Management* (2006; 27, 1/2) focused on library associations. Here are some of the professional library organizations:

Table 1 Select Professional Library Associations Across the World

Library association	Date established	Country of Origin	Strategic Aims/Objectives
CILIP – Chartered Institute of Library and Information Professionals (Broady-Preston, 2006)	2002	United Kingdom	Enable personal development, enhance employability, provide leadership, promote best practice, work effectively, offer opportunities for personal involvement.
Danish Library Association (Pors, 2006)	1905	Denmark	Ensure that public libraries can further enlightenment, education and cultural activity to the highest standard.
Library and Information Association of South Africa (Walker, 2006)	1997	South Africa	Strives to unite, develop and empower all people in the library and information field into an organization that provides dynamic leadership in transforming, developing and sustaining library and information services for all people in South Africa (LIASA, n.d.)

The BSLA Programme

In 2010, the IFLA launched the Building Strong Library Associations (BSLA) Programme (Bradley, 2012). The programme is developed under the IFLA Action for Development through Libraries Programme (IFLA ALP). The BSLA helps library associations to: improve services for library users, provide equitable access to information and develop the library and information profession (Bradley, 2012). The programme is designed to develop and train library associations, form partnerships through mentoring and advice, conduct workshops and information-sharing, among other activities that enhance the impact of library associations. An impact report was prepared in 2012 to measure the impact of the BSLA programme. The report sought to identify the progress of associations in their development objectives. Six country projects were highlighted in the report. These are the Botswana Library Association, Cameroon Association of Librarians,

Archivists, Documentalists and Museum Curators, Lebanese Library Association, Lithuanian Librarians' Association, College of Librarians of Peru, and Ukrainian Library Association.

Young Professionals and Continuing Professional Development

New LIS graduates who are beginning their career are aware of the existence of professional associations. However, a question arises as to whether they are aware of its value to their career. Frank (1997) mentioned that students may have heard remarks regarding professional associations but may not be able to draw out meaning librarians new to the field may puzzle over the variety of choices in professional organizations and their educational and committee work opportunities (Glendenning & Gordon, 1997). The variety of options influences the choices of LIS students as they venture in this profession and who will soon become part of the professional clan. As McChesney (1984) suggested, membership in professional associations is a prerequisite for professional growth and development.

According to Sayers (2007), in Australia, problems related to recruitment and retention of library personnel is just among the challenges within the library profession. This may also be the same scenario for young professionals who are confused whether they want to continue being affiliated with professional associations. Sayers (2007) strategy for these young professionals to stay is to provide a professional development addressing their needs and considering its practicality on value for money and impact for product.

In India, young LIS professionals ages 25-35 pursue higher education. Some of them also join professional associations to gain practical skills and attend continuing education programmes to keep them updated on recent trends (Mathew, Baby, & Pillai, 2010).

Benefits of Continuing Professional Development

Continuing professional development (CPD) programs intensifies the ability of a librarian to learn more skills, enhance their knowledge and revalidate their innate competencies. According to Corcoran and McGuinness (2014), the need for a CPD will naturally increase because of a sort of blended professionals. Librarians are in the boundaries of learning information and communication technologies (ICTs) related skills and it is their utmost duty to learn these skills to teach varying aspects of library services with IT component. Having imbued with basic IT skills is an edge for students and young professionals as they are born and raised in a generation where social media is a staple necessity. CPD also helps professionals to be more specific with their tasks. Subject-specific trainings, conferences and seminars are available to focus on certain needs. CPD likewise leads to job advancement and professional competence. Professionals are kept

abreast and updated with the recent trends and technologies. CPD provides additional credits for librarians to be promoted in their workplaces. The support given by the professional associations as CPD providers is a very important endeavor as they enhance the career objectives of the young professionals.

Library Education and Professional Associations in the Philippines

Library education in the Philippines started in 1914 when the University of the Philippines, a state university, offered courses in library science (Santos, 2003). LIS graduates have not been acknowledged as professionals in the country before the enactment of RA 6966 otherwise known as the *Philippine Librarianship Act of 1990*. In RA 6966, the State recognized the essential role of librarianship and assured the professional status of Filipino Librarians.

Under Sec. 30, Art. IV of the modernization Act of the aforementioned Law, *Philippine Librarianship Act of 2003* or RA 9246, states that all registered librarians shall be integrated under a single organization recognized and accredited by the Professional Regulatory Board for Librarians (PRBFL), and approved by the Professional Regulation Commission (PRC). Philippine Librarians Association, Inc. (PLAI) is the only nationally accredited professional organization of librarians to date and serving as the umbrella organization for all library groups in the country. Echiverri (2010) noted that PLAII is the only national association of librarians in the country that was accredited by the PRC as the Accredited Professional Organization (APO) pursuant to Resolution No. 6, series of 1993.

Santos (2003) presented PLAII to have been founded on October 23, 1923 by Dr. Trinidad H. Pardo de Tavera who was then Director of the Philippine Library Museum. He mentioned it was incorporated originally as Philippine Libraries Association, Inc. as a non-stock corporation on October 9, 1925 and on May 5, 1989, it was renamed Philippine Librarians Association, Inc. for purposes of the Professionalization Law.

There are many professional library associations in the country specifically founded based on their specialization. This study has identified four associations which corresponds to four specializations in the profession namely Academic, Special, Public and School Librarianship.

A. Philippine Association of Academic and Research Librarians (PAARL)

Lapuz (2009) presented a narrative of PAARL from its conception to its significant highlights. She introduced the association's foundation was a result of PAASCU (Philippine Accrediting Association of Schools, Colleges and Universities) Conference held on September 18-19, 1972. The majority of members are librarians currently working in academic or research libraries. Associate members who are either no longer connected from the aforementioned library type (e.g., retired) or not licensed are also recognized as members.

PAARL provides programs and activities for continuing professional education and sponsors scholarships or grants to qualified librarians.

B. Association of Special Libraries of the Philippines (ASLP)

ASLP was established in 1954 and considered as the second oldest professional library association in the Philippines. It is a national association for librarians and information professionals in various specialized fields of research in government and private sectors, as well as in business community and in the academes (Ingles-Cruz, 2012). She added that it has been organized based on the initiative of Concordia Sanchez, Librarian of the University of the Philippines Public Administration (UP-PA) during the signing of an agreement between the Philippine Council for United States AID (PHILCUSA) and UP-PA for the Supervision of the Inter-Departmental Reference Service (IDRS) by the UP-PA on October 16, 1953.

Other professional associations which fall under Special Librarianship include, but not limited to:

- Agricultural Librarians Association of the Philippines (ALAP);
- Court Librarians Association of the Philippines (CLAPHIL);
- Medical and Health Librarians Association of the Philippines (MAHLAP);
- Philippine Group of Law Librarians (PGLL);
- Philippine Theological Librarians Associations (PTLA);

Other associations which target two other types of librarianship include Philippine Association of School Librarians, Inc. (PASLI) for school librarianship and Association of Librarians in the Public Sector, Inc. (ALPSI) for public librarianship.

Villaflor (2011) introduced the following activities and services of different library associations in the Philippines:

- Hosting conferences, seminar-workshops, forums and symposia for Continuing Professional Education (CPE) program;
- Publishing bulletins and newsletters;
- Handles the awarding of different service awards for librarians;
- Support research activities and collaborative research projects such as directories and union lists;
- Participating in the annual Philippine Book Fair and other book fairs;
- Participating in international library associations;
- Providing networking activities among institutional member-libraries;
- Granting scholarships and financial assistance to librarians; and
- Support outreach programs such as storytelling activities; promote reading habits and the use of library resources.

Librarians in the Philippines

Librarian Licensure Examination (LLE) is a prerequisite in obtaining

professional status of librarians in the country. According to RA 9246, a librarian refers to an individual who is a bona fide holder of a Certificate of Registration and Professional Identification Card issued by PRBFL and PRC. Pursuant to Sec. 12 of same law, PRBFL has conducted 23 examinations to date since 1992. With 14,005 LLE Examinees (1992–2014), only 5,542 examinees have passed and awarded with professional librarian status through examination (Santos, 2003; Totanes, 2008; Philippine Regulation Commission) (See Table 2). This count does not include registered librarians under grandfather’s clause or registration without examination.

Table 2 Librarian Licensure Examination (LLE) Results (1992-2014)

Exam date	No. of examinees	Passers	Failed	Passing rate %
Dec. 1992	342	124	218	36.26
Dec. 1993	28	14	14	50
Dec. 1994	200	101	99	50.5
Dec. 1995	263	136	127	51.71
Dec. 1996	419	186	233	44.39
Dec. 1997	451	245	206	54.32
Dec. 1998	431	217	214	50.35
Dec. 1999	536	295	241	55.04
Nov. 2000	621	331	290	53.3
Nov. 2001	688	351	337	51.02
Nov. 2002	656	344	312	52.439
Nov. 2003	724	370	354	51.105
Nov. 2004	599	174	425	29.048
Nov. 2005	762	240	522	31.496
Nov. 2006	825	303	522	36.727
Nov. 2007	868	278	590	32.028
Nov. 2008	1,003	237	766	23.629
Nov. 2009	947	284	663	29.989
Nov. 2010	699	191	508	27.325
Nov. 2011	764	211	553	27.618
Nov. 2012	812	379	433	46.675
Nov. 2013	834	382	452	45.803
Apr. 2014	533	149	384	27.955
Total	14,005	5,542		

The subject of this study focuses on young librarians whose age ranges from 20 to 30 years old. Given the data on Table 2 — which reckons the results of Librarians’ Licensure Examination (conducted from 1992 to 2014) — and considering the majority of examinees are fresh graduates of BLIS, 2,654 librarians have successfully passed the examination for the past ten years (2005-2014). This count may include librarians who were repeaters when they took the examination or holders of the following degrees (Sec. 15, Art. III, RA 9246):

- Bachelor of Science in Education or Elementary Education; or Bachelor of Arts with a major or specialization in Library Science;
- Master of Arts in Library Science or Library and Information Science; or
- Any Masters degree with concentration in Library Science.

Holders of the aforementioned degrees are only allowed to take the examination within five (5) years from the effectivity of the Act which is until March 16, 2009.

The count also includes graduates of Master's degree in Library and Information Science who may no longer be within the age bracket of the study.

Methodology

An online survey using Google Forms was used as the instrument to gather data. Over the course of four weeks from December 10, 2014 to January 12, 2015, 82 responses have been recorded. The survey contained preliminary questions that collected demographic data (i.e., age, sex and region), and was divided into two parts. Items 1-9 were designed for senior undergraduate students and items 10-23 were for young professional librarians. Young professionals were those licensed and are between 20 and 30 years old. For items 1-9, students were asked if they took courses related to Philippine Librarianship, a description about the said course, class discussions about professional library associations, identification of existing library associations, and their reasons and expectations in joining professional associations. For items 10-23, young professionals were asked about their current memberships in professional associations, their reasons for joining them, their expectations, their membership status and contributions and their reasons for not renewing their membership. Descriptive statistics was used to analyze the data.

The researchers' idea of young professionals is those ages 20-30 years old. They are those who have worked in the LIS field for 10 years or less and are in their early stages of their careers. Professional awards given by the Special Libraries Association (SLA, 2015) state this as one of their criteria when giving awards. For the purpose of our study, we limit the age until 30 years old.

Social media sites, particularly Facebook, were very useful in gathering data. Since the focus of the study are millennials and are moving towards becoming iGeneration users, it is better to collect data using this platform. Student organizations and professional associations with Facebook accounts are supportive to the researchers by allowing them to post the online survey form. The online survey form was then shared by the librarians themselves to meet a desirable number of from the different regions of the country.

Results of the Study

A total of 82 respondents participated in this study. 27% (22 respondents) represented the students while 73% (60 respondents) represented the young professionals. 40% were males and 60% were females.

Table 3 describes the regions of the respondents, three regions were not represented: Regions IV-B, VIII and XIII. There are low number of students and young professionals working in these areas. Most respondents came from the National Capital Region (NCR) with 51%, followed by Cordillera Administrative Region (CAR) with 10% and Region II (Cagayan Valley) with 10%. The researchers disseminated the survey form as widely as possible. Said researchers also sent survey forms to faculty members who may have contacts in the different regions.

Table 3 Representation by Region

Region	Respondents	%
CAR	8	10
Region I	3	4
Region II	8	10
Region III	2	2
Region IVA	6	7
Region IVB	0	0
Region V	2	2
Region VI	1	1
Region VII	1	1
Region VIII	0	0
Region IX	1	1
Region X	3	4
Region XI	2	2
Region XII	2	2
Region XIII	0	0
NCR	42	51
ARMM	1	1

Awareness and Perceptions from the Students

Out of the 27 students, only 17% had a course/subject related to Philippine librarianship. From this amount, they may have discussed about professional library associations in one of their classes. In every LIS degree program, there are core and special topics courses. Each library school may offer courses that are specific and local to their students. It was only in 2015 that the Commission on Higher Education (CHED) has revised the policies, standards and guidelines for the Bachelor of Library and Information Science program. It all depends from the faculty members who are teaching courses about library management if they want to introduce professional library associations as one of their topics or just concentrate on Philippine librarianship. Table 4 indicates the extent of their awareness towards existing professional associations.

**Table 4 Recognition of Library Associations
by the Students**

Library association	Count	%
Agricultural Librarians Association of the Philippines (ALAP)	15	18
Association of Librarians in the Public Sector, Inc. (ALPSI)	3	4
Association of Special Libraries of the Philippines (ASLP)	25	30
Children’s Literature Association of the Philippines, Inc. (CLAPI)	11	13
Court Librarians Association of the Philippines (CLAPHIL)	6	7
Medical and Health Librarians Association of the Philippines (MAHLAP)	20	24
Philippine Association of Academic and Research Librarians (PAARL)	32	39
Philippine Association of School Librarians Inc (PASLI)	21	26
Philippine Association of Teachers of Library Science (PATLS)	27	33
Philippine Group of Law Librarians (PGLL)	9	11
Philippine Librarians Association Inc. (PLAI)	33	40
Philippine Theological Librarians Association (PTLA)	6	7
Philippine Society of Librarians and Information Specialists (PSLIS)	3	4
Society of Filipino Archivists (SFA)	10	12
Other/s	1	1

Note: Multiple responses

Since most of the students have Facebook accounts, learning more about these organizations were easier. The Facebook and Twitter of the professional library associations make them more reachable by students and professionals. Communication is no more a hindrance. Table 4 exhibits the top three professional organizations they recognize include: Philippine Librarians Association, Inc. (40%), Philippine Academic and Research Librarians (39%) and Philippine Association of Teachers of Library Science (33%).

Students were also asked about the possible reasons in joining a professional library association. Based on their responses, the majority of students felt that professional development (38%) was the most important aspect they will gain if they join a professional association.

Awareness and Perceptions of Young Professionals

From the 60 young professionals surveyed, only a few of them could recognize existing professional library associations. The most popular among the associations are the following: Philippine Librarians Association, Inc. (27%),

Table 5 Reasons for Joining a Professional Association

Reasons for joining a professional association	Count	%
Professional development	31	38
Self-improvement	21	26
Career assistance	20	25
Continuing education programs	20	25
Cooperation and consortia	21	26
Creates a forum for important issues in the field	18	22
Promotes library services and programs	18	22
Sets and sustains values, ethics and standards	17	21
Stay connected to the field	23	28
Encourages research and publication	18	22
Other	0	0

Note: multiple responses

Philippine Association of Academic and Research Librarians (21%) and the Association of Special Libraries of the Philippines (11%). Similarly, they were asked about the reasons for joining a professional association. Just like the students, professional development is the top answer (58%) followed by staying connected to the field (48%).

The young professionals stated their reasons for not joining or renewing their membership with the association. Table 6 provides reference to their responses.

Table 6 Reasons for Not Joining / Renewing Membership

Reasons for not renewing	Count	%
Expensive membership fees	8	10
Expensive seminar fees	5	6
No new ideas	4	5
Same and repeating programs	7	9
Unorganized	10	12
No member benefits	5	6
Unfamiliar officers	5	6
Other	8	10

Note: multiple responses

Unorganized association (12%) would definitely not a good choice when deciding which organization to join. An association charging exorbitant fees is also not worth attending especially when you do not get anything in return as a member (10%). Professional associations with repeating programs (9%) are also not a recommended affair to invest in.

Discussion of the Results

There may be a small number of respondents in this study but it may produce a relevant impact in our local library professional setting. Going back to the April

2014 LLE results (Table 2), 533 took the examination and only 149 passed the exam. The survey was done for only one month making only 82 responses. This limitation was a factor in the collection of our data. A follow-up study may be done in the future.

Table 7 shows a summary of the expectations and reasons for joining professional library associations. Both students and young professionals agreed that professional associations establish standards for the profession, supports continuing professional development programs and spurs innovation in the conduct of the profession. As noted by previous studies of Merriam and Brockett (2007), Bhatti and Chohan (2012) and Goldman (2014), professional associations provide enriching benefits for every librarians.

The primary factor which influences most librarians in their choice to join a professional association is determined by the opportunity to share value to the profession and to build linkages with colleagues (Kamm, 1997). While this factor is perceived by the respondents of the study, this spurs evaluation of existing professional library associations on the opportunities they provide both for the profession and professionals.

**Table 7 Cross-tabulation of Expectations and Reasons
for Joining Professional Library Associations**

	Student	Student & young professional	Young professional
Number of Respondents	22	5	55
Expectations of / Reasons for joining Professional Library Associations	<ul style="list-style-type: none">• Builds linkages and networks• Supports continuing professional development• Enriches librarianship profession• Promotes best practices centered on user services	<ul style="list-style-type: none">• Establishes standards for the profession• Supports continuing professional development• Spurs innovation in the conduct of the profession	<ul style="list-style-type: none">• Supports continuing professional development• Builds linkages and networks• Sets and sustains values, ethics and standards• Keeps abreast of the latest trends and development in the profession• Provides an avenue for forum or discussion on besetting issues in the field• Encourages research and publication

Recruitment and Retention of Members

The lifeblood of every organization can be traced down to its members. Without members' active participation and support to the goals and objectives of a professional association, everything boils down to fiasco. Recruitment and retention of professionals, and assiduous support for their career advancement are not new matters of the profession (Neely & Peterson, 2007). Considering that not all librarians are members of professional library associations and not all members sustain their membership (Kamm, 1997), this scenario stimulates challenge among associations to understand the factors influencing current and potential members to join their professional sphere, and to plan, create and implement a recruitment and retention program in order to actively engage their members. The Association of College and Research Libraries (ACRL) and American Library Association (ALA) are one of the epitomes in providing sources to aid in the effort of libraries' recruitment and retention of librarians in the field. Neely and Peterson (2007) suggests that an effective campaign — i.e., communicating the value of the association to its audience — can be an effective recruitment strategy that professional associations may adopt. Accordingly, this idea has been inspired by the campaign conducted by the nursing profession with the aim of making the profession look more attractive. Anent to retention of members, professional associations can spur friendly and open environment, set social activities, offer recognitions and rewards, and provide avenues for professional advancement (Neely & Peterson, 2007). Nevertheless whichever strategy or model a professional association may adopt, the perceptions and attitudes of members towards the association must be considered before embarking on a recruitment and retention program.

Conclusions

As Goldman (2014) mentioned, professional associations offer greater opportunities for leadership, mentoring and networking with professionals. Professional development is the main reason why prospective LIS practitioners and the practicing young professional librarians chose to be a member of a professional organization. Students and young professionals recognize the Philippine Librarian's Association, Inc. as their main affiliation in the field. This should be the case since it is regarded as the nationally accredited professional organization of librarians to date and serving as the umbrella organization for all library groups in the country.

As highlighted by Berger (2014), professional librarians, whether young or old, would not join an association if the membership and seminar fees are high. However, they will find a suitable professional association for them to keep up. Fisher (1997) remarks the existence of organizations can be traced on members'

contribution. Indeed, the members are the lifeblood of an organization. This imbues a challenge to professional associations to constantly and assiduously communicate and inspire its value to its constituents. This will keep the members active and supportive, and will propel the association's movement towards its goals and objectives.

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